

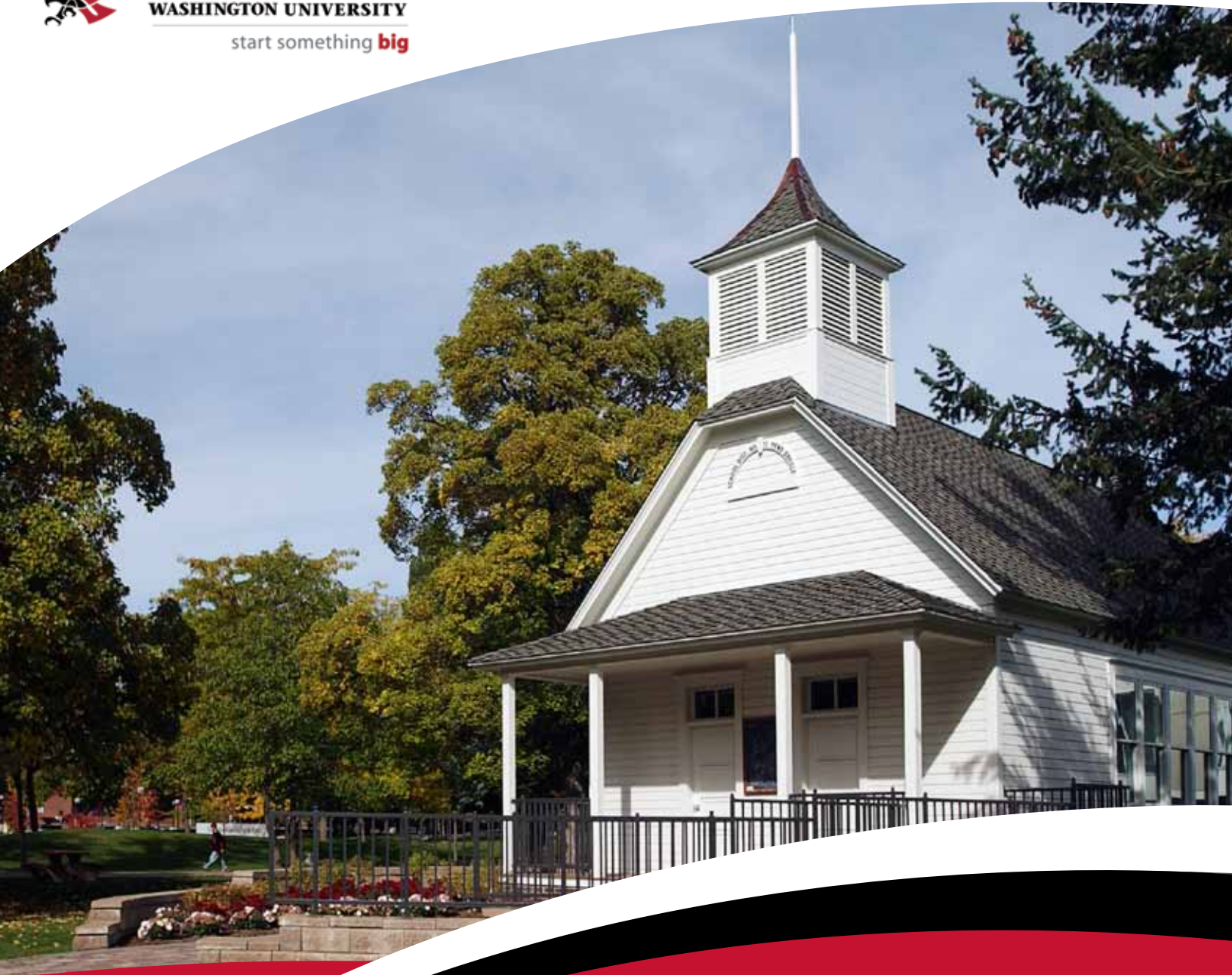
Department of English

Concurrent Enrollment Program



EASTERN
WASHINGTON UNIVERSITY

start something **big**



English 101: College Composition:
Exposition and Argumentation
English 170: Introduction to Literature

Notes



To: Principals, Teachers, Counselors and Superintendents
From: Teena A. M. Carnegie Chair, Department of English
Polly Buckingham, CEP Coordinator, Department of English
RE: English, Current Enrollment Program Eastern Washington University

The English department is pleased to offer two college courses through the Concurrent Enrollment Program (CEP): *ENGL 170: Introduction to Literature* and *ENGL 101: College Composition: Exposition and Argumentation*. We would like to invite your school to participate in this exciting and beneficial program.

In the CEP, students take college courses on the high school campus concurrent with their high school English courses. The ENGL 170 and 101 curriculum are delivered in their entirety for the duration of the academic year. For on-campus EWU students, this course takes place over one 10-week quarter. However, the longer delivery time of the concurrent enrollment course can both afford a pace more appropriate for younger students and allow for the curricular requirements of the high school course. High school instructors are paid a stipend to work closely with EWU faculty to deliver EWU curriculum to their students.

CEP helps meet the goals of the state and of the national government by providing more students with the opportunity to go to college. According to a 2009 speech, President Obama said, "By 2020, America will once again have the highest proportion of college graduates in the world." Washington is one of the few states in the country that fully funds CEP.

CEP is distinct from both Running Start and Advanced Placement in that it includes students who may not have previously imagined college as a possibility. AP limits students' success to the results of an exam. CEP courses measure student performance as they learn and, as a result, allow them more opportunities to improve and succeed.

The Running Start model serves students who can travel to Cheney and who will benefit from being in classes with older students. Concurrent Enrollment offers the same curriculum without the travel, although we do encourage a class visit to the EWU campus to help facilitate the college experience.

CEP also makes financial good sense: it offers college bound students a tuition-free course; students need only cover the cost of textbooks.

Eastern is unique in its approach to CEP: we assure, through collaboration between the high school instructors and the university instructors, that the high school students are getting the same curriculum with the same rigor and quality as their college counterparts. This collaboration by extension offers a platform from which high schools and universities can engage in the important dialogue about teaching and learning.

We hope you will join us in providing your students with an important opportunity for their future success.

Eastern Washington University's Concurrent Enrollment Program: *College Composition and Introduction to Literature*

The English Department's Concurrent Enrollment Program for *English 101: College Composition, Exposition and Argumentation* and *English 170: Introduction to Literature* offer successful high school juniors or seniors the opportunity to receive EWU ENGL 101 and/or ENGL 170 credit concurrently with high school Language Arts credit on the high school campus. These courses are patterned on several other successful EWU programs that provide college-credit bearing opportunities to strong high school students on their own campuses.

Program Operations:

- 1) *Credit*: Successful students receive five EWU ENGL 101 or ENGL 170 credits. These are transcribed as on-campus EWU credits and can be incorporated into a student's EWU degree or transferred.
- 2) *Enrollment*: Students must complete an Eastern Washington University application and registration form which will be provided to them in their high school classroom.
- 3) *Instructors*: High school teachers teach these classes in-load. These instructors are appointed as EWU faculty and paid an administrative stipend by EWU to compensate for the extra work that the program requires.
- 4) *Instructor Support*: High school instructors are supported by a team leader from the university. Instructors will meet regularly, often in a group, with their facilitator and with other instructors from other high schools. Instructors of ENGL101 will also partake in the end-of-quarter portfolio grading session during the quarter in which the students are enrolled.
- 5) *Curriculum*: The entirety of the EWU ENGL 101 and ENGL 170 curriculums will be delivered in the high school. Teachers may also include other elements that are requisite for the high school curriculum during the year-long trajectory of the course.
- 6) *Time/Credit Ratio*: High school students can complete ENGL 101 or ENGL 170 over the course of an entire high school year. Contact minutes focused on the EWU curriculum must equal 2,500 to qualify for the five academic credits this course bears.
- 7) *Student Support*: Students will have access to the Writers' Center and library during their quarter of EWU enrollment.
- 8) *Assessment*:
 - a. Placement for ENGL 101: students will take the EWU English Place Exam, unless they have taken the SAT or ACT, in which case they will be placed according to those scores (SAT 450-590; ACT 18-27). We do not use the compass test or the PSAT for 101 placement.
 - b. Final Portfolio: students will complete a final portfolio which will be graded at EWU by on-campus ENGL101 instructors.
- 9) *Instructor Evaluation*: Course evaluations will be administered at the end of the quarter in the same manner as required on campus.

- 10) *Grading*: High school instructors will be provided with a conversion chart for translating letter grades and percents into a 4.0 system. Instructors will use EWU's Eaglenet to submit grades in line with EWU deadlines.
- 11) *Textbooks*: The same textbooks are used as in the equivalent course at EWU. Students purchase the required textbooks and handbooks as all university students do. Students can also order books online.
- 12) *Blackboard*: Blackboard training will be provided. Instructors will use it as a tool to deliver the curriculum and to collaborate with other instructors. We recommend students also have an account through which they can access the library databases and other basic course materials.
- 13) *Course Cancellation*: Each high school decides whether sufficient numbers of students are enrolled to justify offering the class. For EWU on campus courses, the minimum is ten students.

CEP Instructor Qualifications and Compensation

The concurrent enrollment program (CEP) allows students to earn high school and college credit simultaneously for work done in one or more approved advanced high school courses. The courses deliver curriculum equivalent to university level course work. The curriculum for courses in English are established and approved by the EWU English department chair in consultation with the director of composition and faculty responsible for the English 170 curriculum.

Qualifications

English Composition (101) Instructors

An M.A. in rhetoric and composition, an MFA in creative writing or related degree is preferred. However, a BA in the related area with graduate level course work in composition or 4-5 years of experience teaching composition at the high school level will be considered. To be considered, candidates for the position must submit an application letter, current C.V., unofficial transcripts, a letter of recommendation from immediate supervisor (principal), and participate in an interview.

English Literature (170) Instructors

An M.A. in literature or related degree preferred. However, a B.A. in English literature (or closely related area) with graduate level course work or a BA in Education with endorsements or certification in literature, or 4-5 years experience teaching English literature at the high school level will be considered. To be considered, candidates for the position must submit an application letter, current C.V., unofficial transcripts, a letter of recommendation from immediate supervisor (principal), and participate in an interview.

Administrative Stipend

Eastern Washington University understands that the majority of work connected with a class in this program is done as part of the teachers' normal duties for which they are paid their normal salary: for example, becoming familiar with a new textbook.

Eastern recognizes, however, that other duties connected to this program are requirements above and beyond the normal work for a class. These duties may include attending meetings with the EWU team leader and the other CEP instructors (usually three to five meetings per year), attending training workshops, periodically accessing "Blackboard" in order to stay current on the curriculum (where appropriate), being evaluated as a part of the EWU student evaluation process, participating in portfolio grading, and attending administrative meetings with EWU and high school administrators as needed.

There are other duties connected to this program, above and beyond what a teacher is normally expected to do, which require more or less work depending on the numbers of students in particular classes. These duties include assisting in the registration process by working with the EWU staff to get students registered in their classes and entering EWU grades in a timely manner.

CEP instructors will be paid as follows:

1. A CEP instructor will receive a base stipend of \$1,750 for each different course (for example, English 101 or English 170) in which that faculty member has 15 or more students.

2. If there are 14 or fewer students in a class, the CEP instructor will receive a stipend of \$115 per student.

If a CEP instructor has additional sections of the same course, the CEP instructor will receive, in addition to the base stipend mentioned above, a stipend of \$750 for each additional section as long as there are at least 15 students in each section. If there are 14 or fewer students in the additional section, the CEP instructor will receive a stipend of \$50 per student.

Advanced Placement Equivalency Scores for EWU

<i>AP Exam</i>	<i>Score</i>	<i>Credits</i>	<i>EWU Equivalent/Elective Credit Granted</i>
English Lang/Comp:	3	5	English 101
	4	5	English 101
	5	5	English 101
English Lit and Comp:	3	5	English 170
	4	5	English 170
	5	5	English 170

The EWU English Department and the Concurrent Enrollment Program (CEP) understand that high schools are faced with a number of choices for their college bound students, including traditional Running Start, Advanced Placement, and Concurrent Enrollment.

We believe all three are extremely valuable programs, each serving a different need and student population. As you can see from the chart above, a three or above on the Lang/Comp AP Exam is equivalent to passing Engl 101 through a concurrent enrollment course, and a three or above on the Lit and Comp exam is equivalent to passing Engl 170 through a concurrent enrollment course.

AP courses are primarily geared at students who respond well to standardized testing and who experience low exam anxiety. The AP exam is recognized by many universities and colleges. However, students who do not receive a three or better on the AP exam receive little to no benefit.

Our concurrent enrollment Engl 101 and Engl 170, at EWU, are targeted at the average freshman. These courses are more likely to enable students to successfully complete an introductory composition and/or introductory literature courses than the AP exam. These courses are also widely accepted as transfer credits at other universities and colleges across the state.

Our concurrent enrollment courses are the same college-level curriculum that we offer on campus. They are developed by expert faculty and assessed regularly to ensure rigor and quality. We believe there is a large portion of high school students who are currently working at the level of college freshman at Eastern but who do not wish to complete the AP exam, nor do they wish to take courses on a college campus as Running Start students. Concurrent enrollment classes in English from Eastern specifically target this population of underserved students. The goal of concurrent enrollment is to reach as many students as possible to encourage them to consider college as a viable option for their futures.



To: Students and Parents
From: EWU English Department
RE: College credit opportunity, Engl 101

Students in this Language Arts class have an opportunity to earn college and high school credit by enrolling simultaneously in Eastern Washington's concurrent enrollment version of *ENGL 101: College Composition: Exposition and Argumentation*.

While many Running Start options require high school students to attend classes on the college campus, the Concurrent Enrollment Program (CEP) brings the Eastern Washington University class to the high school campus. In order to achieve this, the high school teacher is supported in teaching the EWU course, and students have access to the EWU library and Writers' Center while they are enrolled.

Like the traditional Running Start model, students earn credit toward graduation from high school as well as credit for a college course at the same time; students do not need to take additional coursework to be awarded credit in both settings. In addition, this course, like other Running Start courses, is available to students tuition-free.

In order to take advantage of this opportunity, students must:

- a) take the EWU English Place Exam, unless they have taken the SAT or ACT, in which case they will be placed according to those scores.
- b) Register for EWU enrollment
- c) Gain regular access (through student purchase or arrangement with the high school) to the required textbooks.

The EWU ENGL 101 curriculum is delivered in its entirety as part of the instruction in the high school class for the duration of the academic year. For on-campus EWU students this course takes place over one 10-week quarter. However, the longer delivery time of the concurrent enrollment course both affords a pace more appropriate for younger students and allows for the curricular requirements of the high school course.

Registration materials will be provided to students to enable them to become enrolled in this course for the EWU at least one quarter before the start of the course.

Sample Syllabus for English 101, Concurrent Enrollment

Descriptions of Required & Suggested Information

University policy

Students who are enrolled in English 101 must complete the course with a grade of 2.0 or better before continuing on to English 201. Students must complete English 201 with a grade of 2.0 or better in order to graduate from Eastern Washington University.

Course description

English 101: College Composition: Exposition and Argumentation: 5 credits

This course stresses the organization, development, and support of ideas and perspectives in exposition and argumentation as public discourse. It familiarizes students with library resources and application of the rules and conventions of Standard American English.

Course goals

By the end of English 101, students will be able to

- read, comprehend, and analyze a variety of popular and/or scholarly texts.
- identify and analyze the elements of the rhetorical situation, including context, purpose, audience, subject, and author.
- use academic discourse to compose a variety of analytical, argumentative, and reflective texts that appeal to an academic audience.
- generate error-free texts that include focused topics that are controlled by implicit/explicit theses (points), supported by main ideas, developed with evidence, and organized in ways that influence a particular audience to think, feel, or act as a result of the information presented.
- analyze, use, and document evidence (examples, quotations, paraphrasing, etc.) from secondary sources to supplement and complement the students' own writing.
- compose in a voice, tone, and style that is appropriate for the target audience and specific purpose.
- develop a recursive and collaborative writing process that includes planning, drafting, revising, organizing, editing, and proofreading.
- identify and analyze logical fallacies in their own and others' writing.
- collaborate in small and large peer-groups for the purpose of sharing relevant ideas, respectful opinions, and constructive feedback.
- identify areas in their own and in peers' writing where revisions are needed to create texts that will appeal to specific audiences.

Course content

The composition program recognizes an instructor's decision to introduce subject matter that may challenge students' ways of thinking beyond their personal and professional experiences, in an effort to better prepare students for writing they will encounter in the academy and in the workplace.

Other university policies

The English Composition Program complies with EWU policy regarding attendance, conduct, academic integrity, ADA Accommodations, Equal Opportunity, and Affirmative Action.

Writers' Center

The Writers' Center is a free resource for EWU students, staff, and faculty. In one-to-one, 50-minute sessions, responders offer thoughtful feedback to writers and their writing. As writers, responders are sensitive to students' needs and are trained to give feedback on any piece of writing. During sessions, responders encourage students to consider and implement strategies for improving their writing and becoming a more successful writer. For more information about the Writers' Center and to schedule an appointment with a responder, visit www.ewu.edu/writerscenter or contact us at one of our locations:

Cheney Campus

PUB 354

509.359.2779

Riverpoint Campus

Phase I, Room 101K

509.368.6549

English 101: Suggested Course Calendar

The spring 2010 course calendar below is a *guideline* for the structure of the course; you have some freedom to tailor the course to your students' needs. But you must teach the curriculum as outlined by the University and students must write all of the major papers in English 101. This class can also be spread out over the course of a year.

Week 1

- Go over Syllabus
- Discuss plagiarism and have students complete the plagiarism form (you also have the option of doing this later in the quarter)
- Have students fill out the background sheet
- Conduct icebreakers (optional)
- Ask students to write an in or out of class **diagnostic paper**
- **Introduce Paper One**
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, revisions, etc.)

Week 2

- **Continue working on Paper One**
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, revisions, etc.)
- **Peer review/workshop** parts or all of Paper One
- **Paper One due**
- In class: Ask students to complete a mini-reflection on the back of paper one: What was the strongest part of your paper?/What did you do best in this paper? If you had more time, what and how would you revise your paper?

Week 3

- **Begin Paper Two**
- **Peer review/workshop** parts or all of paper one
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, revisions, etc.)

Week 4 (Mid-term course evaluation forms ready for distribution)

- **Continue working on Paper Two**
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, revisions, etc.)

- **Peer review/workshop** parts or all of paper two
- **Paper Two due**
- In class: Ask students to complete a mini-reflection on the back of their second essay: What was the strongest part of your paper?/What did you do best in this paper? If you had more time, what and how would you revise your paper?

Week 5 (Mid-term course evaluations occur during this or the next week)

- **Begin Paper Three**
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, etc)
- **Peer review/workshop** parts or all of paper three

Week 6

- **Continue working on Paper Three**
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, etc)
- **Paper Three due**
- In class: Ask students to complete a mini-reflection on the back of paper three: What was the strongest part of your paper?/What did you do best in this paper? If you had more time, what and how would you revise your paper?

Week 7

- **Introduce Paper Four**
- Work on paper four
- Peer review of paper four
- **Introduce the Portfolio and Reflection Paper**
 - o Ask students to choose what two papers they would like to revise for the portfolio
 - Use the mini-reflections as a jumping-off point for starting the revision process.
 - o Explain that the reflection/self-evaluation paper is part of the portfolio and the document that contextualizes the two essays themselves and within the context of English 101. Therefore, students should be conscious of what, why, and how they revise their papers, so that they can discuss these transformations in their reflection/self-evaluation paper that they will begin writing in week 9.
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, etc)

Week 8

- **Paper Four due**
- Continue workshopping and/or peer reviewing the two revised papers for the portfolio
- Assign and collect any in- and/or out-of-class writing assignments. Usually these will include strategically sequenced assignments that lead into the major papers (e.g. responses to assigned readings, freewriting, mini-reflections, thesis statements, introductions, conclusions, documentation exercises, paraphrasing or quoting exercises, etc)

Week 9 (Final course evaluation forms ready for distribution)

- Continue **workshopping/peer reviewing** the two revised papers for the portfolio
- Begin writing the **Reflection/Self-Evaluation Paper**
- Use the mini-reflections as a jumping-off point to start writing the reflection/self-evaluation paper
- Workshop and/or peer review the reflection/self-evaluation paper

Week 10 (Final course evaluation occurs during this week)

- **Memorial Day Holiday – No Class**
- Complete any final revisions to the reflection/self evaluation paper and/or to the two revised papers
 - Assemble the Final, Exit Portfolio in class and submit them to Mina Simonsen, the composition secretary (509 359-7064), by 3pm today
 - Complete the portfolio checklist
 - Use class time to say goodbyes, get feedback from students, etc.
- **No Class—All instructors are required to participate in Exit Portfolio evaluation at 10 am**
- **Instructors report class results to Mina Simonsen, the composition secretary (509 359-7064), before leaving for the day.**

Week 11

- Last official day of instruction
- Collect any final assignments
- Return portfolios to students today OR meet with students during finals week, as outlined in the following box:
- ***Finals Week: You are required to be available to your students for a two-hour time period at some point during your scheduled final examination time.*** Please plan to use this time to return the final portfolios and counsel your students about their work. If you plan to be available to your students at a time other than your scheduled examination time, please let the Mina Simonsen, the composition secretary (509 359-7064) know your schedule.

Checklist for CEP Team Leaders and HS Instructors, English 101

Instructor_____, High School_____

Team Leader_____

When was the course taught:_____

The high school instructor will meet with the team leader and the rest of the team three to five times a year, in addition to any programs or workshops held by the Running Start office or the English department. As part of their agreement to work together, the team leader and the instructor are expected to cover all of the following areas. Most of this material should be covered in team meetings and summer workshops in an atmosphere of collegial sharing and mutual growth.

Pre-Course Meetings and Training Sessions

The team leader must train the instructor in the curriculum and in Blackboard before the start of the course. The following areas should be covered. Ideally these meetings should happen in the summer.

Curriculum Training

Date_____

Duration_____

- ☐ Completing Major Paper Assignments
- ☐ Using the texts
- ☐ Conducting Assessment
- ☐ Meeting Course Outcomes
- ☐ Drafting and Rewriting

Blackboard Training

Date_____

Duration_____

- ☐ Accessing Open Comp
- ☐ Setting up the HS course site (help instructor set this up)
- ☐ Delivering the Library tutorial and quiz
- ☐ Using discussion board (optional for the high school instructor)

Curriculum Materials

The high school instructor should provide the team leader with the following materials. These can be discussed either in the team meeting and/or in conversations between the team leader and the instructor.

- ☐ Syllabus
- ☐ Lesson plans for each of the major assignments
- ☐ Prompts for each of the major assignments
- ☐ Rubrics for the assignments (these can be either separate or integrated into the prompt)

Assessment Materials

Assessment materials should cover the following:

- ☐ How the instructor gives written feedback intended for revision
- ☐ How the instructor grades assignments

Assessment Materials (Continued)

The instructor must provide the team leader with samples of assessed student work that meet either or both of the above criteria for each of the major essays and the final portfolio.

- ☐ First essay
- ☐ Second essay
- ☐ Third essay
- ☐ Fourth essay
- ☐ Exit portfolio

Evaluations, Observations, Library Work, Etc.

The team leader and the instructor are also responsible for making sure the following tasks have been covered:

- ☐ The team leader has done an official observation
Date: _____
- ☐ The high school students have received an EWU library orientation from the team leader or a librarian.
- ☐ The team leader visited the class at least once in addition to the formal observation
Date: _____ Presentation topic/description: _____
- ☐ The team leader has trained the instructor in the use of EagleNet
- ☐ The instructor has attended the portfolio grading session
- ☐ The instructor has received and proctored formal student evaluations

This form should be filled out by the team leader at the end of the course as evidence that the high school instructor and the team leader have worked effectively together.



To: Students and Parents
From: EWU English Department
RE: College credit opportunity, Engl 170

Students in this Language Arts class have an opportunity to earn college and high school credit by enrolling simultaneously in Eastern Washington's concurrent enrollment version of *ENGL 170: Introduction to Literature*.

While many Running Start options require high school students to attend classes on the college campus, the Concurrent Enrollment Program (CEP) brings the Eastern Washington University class to the high school campus. In order to achieve this, the high school teacher is supported in teaching the EWU course, and students have access to the EWU library and Writers' Center while they are enrolled.

Like the traditional Running Start model, students earn credit toward graduation from high school as well as credit for a college course at the same time; students do not need to take additional coursework to be awarded credit in both settings. In addition, this course, like other Running Start courses, is available to students tuition-free.

In order to take advantage of this opportunity, students must:

- a) Register for EWU enrollment
- b) Gain regular access (through student purchase or arrangement with the high school) to the required textbooks and Blackboard sites.

The EWU ENGL 170 curriculum is delivered in its entirety as part of the instruction in the high school class for the duration of the academic year. For on-campus EWU students this course takes place over one 10-week quarter. However, the longer delivery time of the concurrent enrollment course both affords a pace more appropriate for younger students and allows for the curricular requirements of the high school course.

Registration materials will be provided to students to enable them to become enrolled in this course for the EWU at least one quarter before the start of the course.

Sample Syllabus for English 170, Concurrent Enrollment

Course Description

This section of English 170 is designed to review and enhance students' understanding of the literary genres of fiction, poetry, and drama. Through podcast lectures from EWU professors, reading assignments, class discussion, written work, and quizzes, students will develop their interpretive and analytical skills. At the end of the quarter, they will be able to identify the fundamental elements and stylistic attributes of the three genres and also offer and consider a variety of interpretive perspectives. Plus they will have read some really great texts.

For each of the lessons, students will listen to audio podcasts of lectures from EWU, accompanied by supplemental video clips and visual aids. In-class discussions will focus on both the assigned texts and the lectures. At the end of each lesson, students will write a brief essay and may complete a multiple-choice quiz. The class includes a final exam.

Course Goals

- 1) Students will be able to identify and use literary terms (list of terms is provided) to explicate and analyze literary texts and connect this analysis to other texts they encounter.
- 2) Students will be able to describe/explain/analyze/discuss the common themes of literature and how those themes relate to the intellectual ideas and cultural values, beliefs, and practices of our time.
- 3) Students will be able to distinguish the basic literary forms of prose, poetry, and drama.

Assignments

- | | |
|------------|---|
| Unit One | <i>The Fellowship of the Ring (Excerpts)</i> , Dr. Hank Steiner, two lectures
Students will write an essay based on one of the discussion questions. The essay should be at least 400 words. |
| Unit Two | <i>Beowulf</i> , Dr. Logan Greene, three lectures
Students will write an essay based on one of the discussion questions. The essay should be at least 400 words. |
| Unit Three | Literature and Mythology, Dr. Logan Greene, three lectures
Students will write an essay based on one of the discussion questions. The essay should be at least 400 words.
Students take the lit and myth quiz |
| Unit Four | <i>Dracula</i> , Dr. Beth Torgerson, five lectures
Students will write a motif paper on <i>Dracula</i> . They should also develop their own discussion questions for the class discussion.
Students take Dracula Quiz |
| Unit Five | Poetry of Witness, Polly Buckingham, three lectures
Students will write a poetry explication of one of the poems on the website not discussed in the lecture. |
| Unit Six | <i>Moby-Dick (Excerpts)</i> , Dr. Judy Logan, three lectures
Students will write an essay based on one of the discussion questions. The essay should be at least 400 words. |
| Unit Seven | <i>The Things They Carried (Excerpts)</i> , Dr. Judy Logan, four lectures
Students have two options:
1) a motif paper linking at least three of the stories in <i>The Things They Carried</i>
2) writing Cliff Notes or Spark Notes for <i>The Things They Carried</i> |

Unit Eight The Play
Students have two options:
1) critique a play
2) direct a scene
Students take drama quiz

Final Survey: Students are required to take the standard 170 final survey.

Grading: Quizzes and papers are all worth 25 points each.

Course Lecturers

Dr. Hank Steiner
Dr. Judy Logan
Ms. Polly Buckingham

Dr. Logan Greene
Dr. Beth Torgerson

Required Materials

Tolkien, *The Fellowship of the Ring*

Beowulf

Stoker, *Dracula*

Melville, *Moby-Dick*

O'Brien, *The Things They Carried*

Access to the materials for the poetry and myth and lit units and the podcast lectures are all on the ENGLCEP170 Blackboard site for students.

Equal Opportunity Statement

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University.

Affirmative Action Statement

Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

ADA Statement

Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to stop by Disability Support Services (DSS), TAW 124 and speak with Kevin Hills, the Manager DSS or call 509-359-6871.

Academic Integrity

Violations of academic integrity involve the use of any method or technique enabling the student to misrepresent the quality or integrity of any of his/her university related work. Students committing academic dishonesty will be reported to the appropriate university officials. Also, students may fail the particular assignment and/or receive a failing grade (XF) for the course.



My Institution

Courses

EWU eLearning Support

System Admin

Scholar

INTRODUCTION TO LITERATURE FOR CEP INSTRUCTORS (ENGL_INSTRRS170_PBUCKINGHAM) > WRITING ASSIGNMENTS

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[Bb Help](#)
[Discussion Board](#)
[Quizzes](#)
[Final](#)

Tools

Communication
 Course Tools
 Course Map

Control Panel

Refresh
 Detail View

**Writing Assignments****Writing Requirements**

Students must meet the following writing requirements:

- 1) Write a minimum of ten double spaced pages throughout the span of the course.
- 2) The student should be able to analysis both prose and poetry. Literary analysis includes knowledge and identification of literary terminology; the ability to connect the use of literary devices to content and theme; and the ability to use contextual evidence to support an interpretative and universal thesis.

**Discussion Questions**

In this folder, please find discussion questions originally pulled from the online discussions for the EWU 170 course. The discussion questions might be used in the following ways:

- 1) a jumping off point for classroom discussion
- 2) in class writing assignments at the beginning of a discussion
- 3) out of class writing assignments
- 4) for an online Blackboard discussion

If you have discussion questions of your own, please post them in this folder. Be sure to include your name and the date of the post. You might also include a brief description of how they were used in the classroom.

Students are required to show proof of having read the material. They must take at least three of the standard 170 quizzes; for the other readings, instructors might choose to use the discussion questions to replace the quizzes.

**Poetry Assignments**

Students should write at least one essay specifically about poetry. While we recommend an explication, the instructor may use any assignment, in or out of class, that shows solid literary analysis including but not limited to: 1) correct identification of poetic devices within the poem and the ability to connect those devices to the student's interpretation of the poem's themes 2) the use contextual evidence to support the student's claims.

You are not limited to only one poetry assignment. For example, you might assign a more personal response paper that gets students to connect with the poems at the beginning of a poetry unit and have an in class explication of a poem they haven't yet worked with at the end of a poetry unit.

**Fiction Essays**

Students should write at least one, if not two, essays on fiction. One of these might be included as part of a final essay, for example, a compare/contrast of any two pieces from the quarter.

You are encouraged to post your own assignments. Be sure to include your name, the year, and how you used the assignment. You might even include sample essays, with the student's approval.

**Drama Assignment**

Throughout the course of the quarter, the student must show proficiency in his/her written work in literary analysis. As long as this requirement has been met, the instructor should feel free to have fun with the drama assignment, which requires any written component. For example, if students do a group project, each individual student might do a one page write up.

Aligning Course Goals with Instruction, Activities, and Assessment

Item	Course Goals The student will be able to	Information Presentation & Readings	Activities/Media (if applicable)	Assessment (Method/Instruments/Criteria)
1.	Students will be able to identify and use literary terms to explicate and analyze literary texts and connect this analysis to other texts they encounter.	Literary terms will be discussed in the podcast lectures and in some cases in the Course Documents on Blackboard. Instructors are also expected to thoroughly explain terminology to the students and model the identification of them and their relevance to the texts in class discussion. Students will have access to websites of literary terminology.	The quizzes and final exam test students knowledge of literary terminology. Students will be expected, in some of their written work, to identify literary terminology and connect the use of literary devices to their analysis of the text. The writing requirement, a minimum of ten pages, reads as follows: "The student should be able to analyze both prose and poetry. Literary analysis includes knowledge and identification of literary terminology; the ability to connect the use of literary devices to content and theme; and the ability to use contextual evidence to support an interpretative and universal thesis."	Quizzes and the final survey are multiple choice. Essays will be graded by the instructor. Analysis, explication, and the correct identification and use of literary terminology will be part of the instructor's assessment of the written work. The Rubric for Written Responses to Essay Questions can also be used as a basis for assessment. The instructor's assessment will be shared with other instructors and the facilitator in the team meetings.
2.	Students will be able to describe/ explain/ analyze/ discuss the common themes of literature and how they relate to the intellectual ideas and cultural values, beliefs, and practices of our time.	The podcast lectures will cover common themes in literature and how they related to the intellectual ideas and cultural values, beliefs, and practices of our time. Instructors will follow up on these concepts in class discussion and model the analysis students will do in their essays.	Many of the discussion questions and quizzes cover the relationship of the text to the cultural values, beliefs and practices of its time.	The instructor's assessment of written materials will be shared with other instructors and the facilitator in the team meetings. The Rubric for Written Responses to Essay Questions can also be used as a basis for assessment of written work.
3.	Students will be able to distinguish the basic literary forms of prose, poetry, and drama.	The podcast lectures discuss the role of all three forms and make these distinctions clear. Instructors will follow up on these concepts in class discussion.	The writing requirements recommend students write separately on each of the three genres.	The instructor's assessment of written materials will be shared with other instructors and the facilitator in the team meetings.

Checklist for CEP Team Leaders and HS Instructors, English 170

Instructor _____, High School _____

Team Leader _____

When was the course taught: _____

The high school instructor will meet with the team leader and other CEP instructors three to five times a year, in addition to any programs or workshops held by the Running Start office or the English department. As part of their agreement to work together, the team leader and the instructor are expected to cover all of the following areas. Most of this material should be covered in team meetings and summer workshops in an atmosphere of collegial sharing and mutual growth.

Pre-Course Meetings and Training Sessions

The team leader must train the instructor in the curriculum and in the use of Blackboard before the start of the course. The following areas should be covered.

Curriculum Training

Date _____

Duration _____

- ☐ Completing Major Paper Assignments
- ☐ Conducting Assessment
- ☐ Achieving Course Outcomes
- ☐ Teaching with Podcast Lectures

Blackboard Training

Date _____

Duration _____

- ☐ Reviewing CEP 170 site for high school instructors, including accessing podcasts
- ☐ Setting up HS course site
- ☐ Using discussion board (optional for the high school instructor)

Curriculum Materials

The high school instructor should provide the team leader with the following materials. These can be discussed either in the team meeting and/or in conversations between the team leader and the instructor.

- ☐ Syllabus
- ☐ Lesson plans
- ☐ Prompts for each of the assignments
- ☐ Rubric for the assignments: these can be either separate or integrated into the prompt

Assessment Materials

Assessment should primarily be covered in the team meetings in a fashion of collegial sharing. Discussion about how instructors are grading should be something from which all instructors can learn.

- ☐ Assessment has been discussed in team meetings.

Evaluations, Observations, Etc.

The team leader and the instructor are also responsible for making sure the following tasks have been covered:

- ☐ The team leader has done an official observation

Date: _____

- ☐ The team leader visited the class at least once in addition to the formal observation

Date: _____ Presentation topic/description:

- ☐ The team leader has trained the instructor in the use of EagleNet
- ☐ The instructor received and proctored formal student evaluations

This form should be filled out by the team leader at the end of the course as evidence that the high school instructor and the team leader have worked effectively together.

Notes

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